

HAMMOND HILL ELEMENTARY

901 West Woodlawn Avenue

North Augusta, SC 29841

GRADES K-5 Elementary School

ENROLLMENT 689 Students

PRINCIPAL Rose S. Marshall 803-442-6170

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	53	4	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes

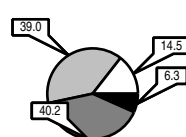
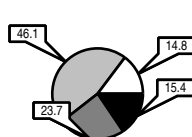
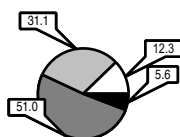
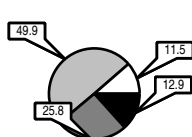
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	375	99.7	12.3	31.1	51.0	5.6	67.2	Yes	Yes
Gender									
Male	190	99.5	17.1	34.9	43.4	4.6	58.9		
Female	185	100.0	7.7	27.5	58.2	6.6	75.3		
Racial/Ethnic Group									
White	252	100.0	7.0	25.1	60.9	7.0	77.4	Yes	Yes
African-American	104	100.0	26.0	42.7	28.1	3.1	43.8	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	18.2	45.5	36.4	0.0	45.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	318	99.7	7.7	30.7	55.3	6.3	72.3		
Disabled	57	100.0	36.8	33.3	28.1	1.8	40.4	Yes	Yes
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	369	99.7	12.3	30.8	51.3	5.7	67.8		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	12.3	30.5	51.6	5.7	68.1		
Socio-Economic Status									
Subsidized meals	151	99.3	20.1	35.3	38.8	5.8	56.1	Yes	Yes
Full-pay meals	224	100.0	7.3	28.4	58.7	5.5	74.3		

Mathematics - State Performance Objective = 15.5%									
All Students	375	100.0	11.5	49.9	25.8	12.9	57.1	Yes	Yes
Gender									
Male	190	100.0	15.4	42.3	29.1	13.1	58.9		
Female	185	100.0	7.7	57.1	22.5	12.6	55.5		
Racial/Ethnic Group									
White	252	100.0	7.8	43.6	30.0	18.5	69.1	Yes	Yes
African-American	104	100.0	21.9	59.4	17.7	1.0	30.2	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	90.9	0.0	0.0	27.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	318	100.0	9.3	49.3	27.0	14.3	61.0		
Disabled	57	100.0	22.8	52.6	19.3	5.3	36.8	Yes	Yes
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	369	100.0	11.4	49.3	26.2	13.1	57.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	11.4	49.3	26.2	13.1	57.8		
Socio-Economic Status									
Subsidized meals	151	100.0	17.3	59.0	19.4	4.3	39.6	Yes	Yes
Full-pay meals	224	100.0	7.8	44.0	29.8	18.3	68.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	115	100.0	9.0	28.8	56.8	5.4	62.2
	Grade 4	120	100.0	15.2	39.3	40.2	5.4	45.5
	Grade 5	126	100.0	13.8	52.6	29.3	4.3	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	6.9	24.1	58.6	10.3	69.0
	Grade 4	127	99.2	13.7	28.2	54.0	4.0	58.1
	Grade 5	130	100.0	15.6	40.6	41.4	2.3	43.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	115	100.0	8.1	43.2	29.7	18.9	48.6
	Grade 4	120	100.0	14.3	41.1	31.3	13.4	44.6
	Grade 5	126	100.0	7.8	51.7	27.6	12.9	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	100.0	9.5	52.6	31.9	6.0	37.9
	Grade 4	127	100.0	10.4	46.4	25.6	17.6	43.2
	Grade 5	130	100.0	14.1	51.6	20.3	14.1	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 689)				
First graders who attended full-day kindergarten	78.3%	N/C	100.0%	100.0%
Retention rate	6.1%	Up from 5.0%	2.5%	2.7%
Attendance rate	96.6%	Up from 95.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		2.9%	3.5%
Eligible for gifted and talented	33.4%	Down from 41.8%	21.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Down from 9.9%	7.8%	8.2%
Older than usual for grade	2.5%	Up from 2.2%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	39.6%	Down from 40.4%	55.0%	51.4%
Continuing contract teachers	87.5%	Down from 91.5%	90.2%	87.5%
Highly qualified teachers**	95.2%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 87.8%	88.6%	86.7%
Teacher attendance rate	94.5%	Down from 96.8%	95.1%	94.9%
Average teacher salary	\$41,109	Up 2.4%	\$41,933	\$40,760
Prof. development days/teacher	8.2 days	Down from 9.0 days	11.5 days	12.4 days

School				
Principal's years at school	10.0	No change	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.4%	90.6%	90.0%
Dollars spent per pupil*	\$5,026	Up 0.4%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	70.5%	Down from 71.1%	66.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hammond Hill Elementary is a community school that has a strong bond with all of the stakeholders involved in educating its students. Community members, parents, teachers, staff, and students work together in an effort to meet student and school needs. As a result of this common effort, Hammond Hill's Palmetto Achievement Challenge Test scores have exceeded the district and state averages for the percentage meeting state standards for the last four years. As a result of this achievement, Hammond Hill Elementary has been a South Carolina Gold Certificate winner since 2000.

Hammond Hill Elementary also includes a variety of activities to enhance student learning such as Character Education Recognition programs, an Arts Alive Celebration, Science Day, Accelerated Reader Competition, Write Night, Field Day, PTA School Carnival, Career Day, Diversity Day, Red Ribbon Week, Gifted and Talented Classes, Character Parade, Talent Show, Get Fit Day, Polar Express Day, Fire Safety Week, Bus Safety Week, Artist in Residence, Concerts, Author Visits, After-School Tutoring, Saturday School, Awards Days, Field Day, DARE Program, and a variety of grade level appropriate field trips. Along with these activities students may choose to participate in a variety of clubs such as the Just Say No Club, Service Learning Club, Wee Deliver Postal System Club, the Double H. Reading Club, Governors Reading Club, Chorus, Art Club, Jump Rope Club, Pep Club, Pep Squad, Student Council, Safety Patrol, and Tutoring Club. All provided to give students a well rounded education.

As part of our community involvement we have a very active Parent Teacher Association (PTA), an active School Improvement Council, a school safety committee, and numerous teacher committees to address areas needing improvement. During the 2003-2004 school year Hammond Hill Elementary, with the support of these groups, improved the appearance of the entrance to the school, added additional signage making it easier to locate the office, put into place a bullying awareness program, provided additional instructional materials needed by teachers, presented eight parent workshops, and held three workdays to help in extra maintenance for the school. Our Service Learning Club reached out to the elderly by serving meals, cleaning school grounds of trash and debris, and collecting food for the needy.

Hammond Hill Elementary continues to seek areas needing improvement, focus on academic achievement for all students, improve test scores, maintain an orderly and safe learning environment, and support parent involvement as an integral part of educating children. None of this would be possible were it not for the commitment of our teachers, involvement of the parents, community volunteers, and students who are willing and ready to learn.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	121	104
Percent satisfied with learning environment	100.0%	100.0%	95.1%
Percent satisfied with social and physical environment	100.0%	99.2%	88.3%
Percent satisfied with home-school relations	100.0%	99.2%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.